

↪ CATALOGUE ↩

OF THE

College of William and Mary

AND

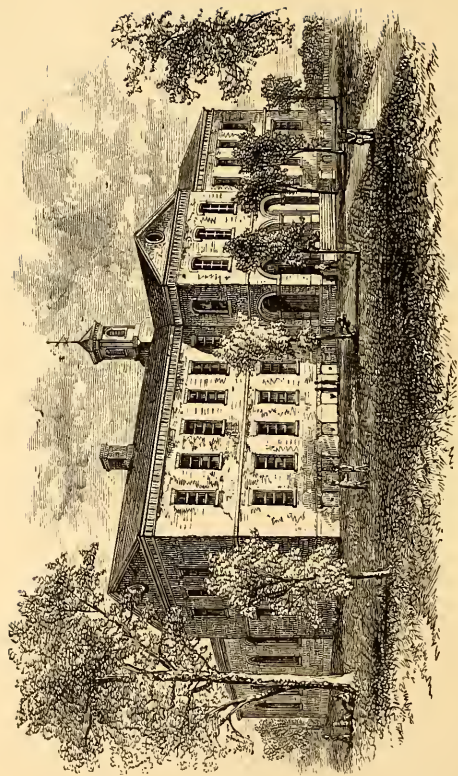
State Male Normal School.

Session 1889-'90.





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CATALOGUE

OF THE

COLLEGE OF WILLIAM AND MARY

[CHARTERED 1693]

AND

STATE MALE NORMAL COLLEGE OF VIRGINIA

[ESTABLISHED BY ACT APPROVED MARCH 5, 1888.]

SESSION 1889-'90.

RICHMOND, VA.:

WHITTET & SHEPPERSON, PRINTERS, TENTH AND MAIN STREETS.

1890.

CALENDAR

SESSION BEGINS, FIRST THURSDAY IN OCTOBER.

HALF SESSION BEGINS, FEBRUARY 14.

ANNUAL CELEBRATION OF THE TWO LITERARY SOCIETIES, JULY 2 AND 3.

ADDRESS BEFORE THE LITERARY SOCIETIES, JULY 3.

CLOSING EXERCISES OF THE SESSION; MEETING OF THE ALUMNI; ADDRESS
OF ALUMNI ORATOR, JULY 4.

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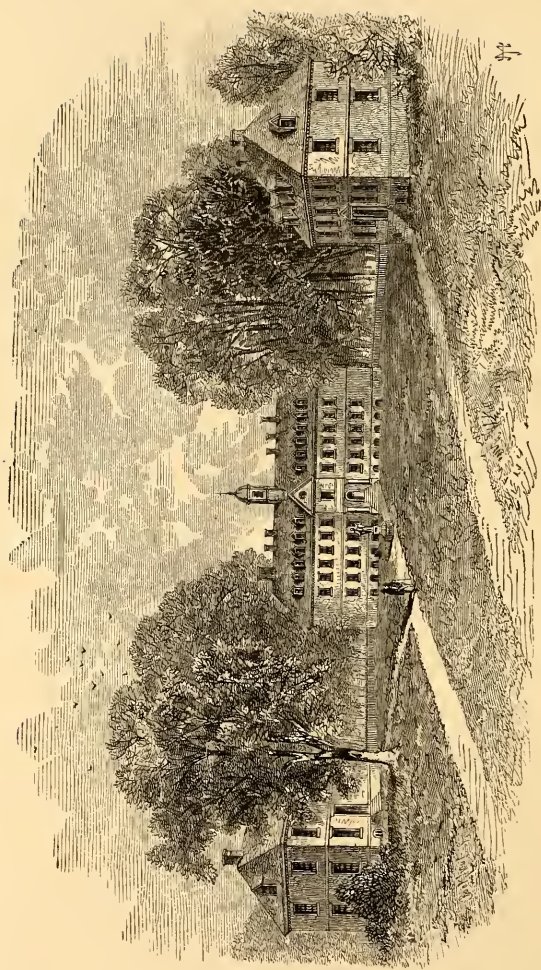
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STUDENTS PLEDGED TO TEACH,	114
FREE SCHOLARSHIPS,	14
OTHER STUDENTS,	59
TOTAL,	187





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HISTORY AND CHARACTER.

THIS Institution is in its antecedents the oldest seminary of learning in the United States. An effort had been made by the Virginia Company as early as 1619 to establish a college at Henrico City, a settlement once to be seen on the great bend of the James River near Richmond, known as Farrar's *Island*, but misnamed, just as Jamestown Island was; for a narrow neck of land united each to the mainland, though now in the case of both that neck has been severed—that of the first by the action of the water, and that of the second by a canal completed since the late war, and known as the Dutch Gap canal, after the first Dutch settlers, who essayed the same work, but abandoned it when it was opened about half way across. An endowment of fifteen thousand acres and fifteen hundred pounds had been obtained for the College, and in 1621 one hundred and fifty pounds were subscribed to endow the “East India School” at Charles City (now City Point), designed to be preparatory to it.

Of the College Mr. George Thorpe was appointed superintendent, and Rev. Patrick Copland rector. But in the midst of these efforts on the part of the Virginia Company and others in England for the spiritual and temporal improvement of both colonists and Indians, whose children were to be invited to share in the benefits of the instruction, the great massacre plotted by Opechancanough occurred; and on the 22nd March, 1622, Thorpe and nearly three hundred and fifty men, women and children were barbarously slain.

In consequence of this disastrous interruption the effort for the establishment of this noble charity was suspended, though not abandoned. Again and again special benefactions for its renewal were made in England, but the dissolution of the Virginia Company prevented any result for many years. In 1660-'61 the General Assembly of Virginia passed an act for the purchase of land for “a college and free school;” but, though subscriptions were taken from a great number of persons, the troubles in England, occasioned by the

change of government from royalty to the commonwealth, made the attempt as abortive as the rest. At length, in 1685, the Rev. James Blair, a Scotch minister, arrived in Virginia. Exerting himself with painstaking zeal in the great cause of religion and education, he induced the clergy and General Assembly to take up the project once more; and he soon had the gratification of seeing his efforts meet with the success they deserved. The General Assembly elected a Board of Trustees, and made Blair president of the intended college; and thus endorsed he returned to England as agent to solicit a charter from King William and Queen Mary. The royal pair listened with favor to the application, and in their charter confirmed the selection of officers already made by the Virginia Assembly; and thereupon the site of the College, hitherto fixed upon at Yorktown, on the land of Col. Townsend, was abandoned, and in its stead the Middle Plantation, famous for the salubrity of its climate, was selected. The Middle Plantation was subsequently also made the site of a city, called Williamsburg; but the College, situated near the city, but not in it, and older than it, had already opened its Grammar-school for the youth of Virginia. The College was given the name of William and Mary in honor of its royal benefactors; but to this day the spot on which it was first proposed to build "the colledge and free school" is called the "old free school field," though the reason it is so named is probably not known even to many living in the neighborhood of Yorktown.¹

Towards the endowment of the College the charter contributed £2,000 in money and 20,000 acres in land, with a tax of one penny a pound on every pound of tobacco exported from Virginia and Maryland, together with all fees and profits arising from the office of surveyor-general, which were to be controlled by the President and Professors of the College. Like Oxford and Cambridge in England, the College was given representation—one member in the House of Burgesses. To the royal endowment was added the revenue of Hon. Robert Boyle's bequest "for charitable and pious uses," which bequest was invested in an English estate called the "Brafferton," in Yorkshire, memorable, as the venerable Bede informs us, for being the scene of one of the great religious triumphs of the first British missionary, Paulinus, who

¹ Grant to Capt. Richard Townsend of 650 acres "butting northwest upon Charles River (York)," (Land Register, i. p. 705). Granted anew to his son and heir, Col. Francis Townsend, (Land Register, iii. p. 159.)

baptized ten thousand British heathen in the waters of the river Swale, that passes through it. By means of the Boyle fund the College perpetuated the missionary reputation of the Brafferton estate, erecting through the revenues received from the rents thereof a building on the College Green, to which they gave the same name. It long served as an Indian school, and is now used as a dormitory for those students who are to go forth as missionary teachers to conduct the public schools of Virginia. The State added its benefactions to those of the Crown and of Boyle, and fostered the College by several lucrative taxes on the exports of skins and furs, on pedlars and on the imports of liquors into the colony. Altogether, the revenues of William and Mary, as appears from a report of the Bursar, John Blair, Jr., afterwards Associate Justice of the United States, amounted, taking the average of ten years, from 1754 to 1764, to £1,936, 4s. 6d. And during the same time the average expenditures were £1,593, 3s. 10½d. But the great wealth of the College resided in the enormous undeveloped possibilities of its revenue system, which, had the political status of Virginia remained unchanged, would have made it unprecedentedly rich.

In 1697 the trustees reported that they had founded a Grammar school, at which "the students make great proficiency."¹ In 1702 there were twenty-nine scholars² and a faculty composed of President James Blair, and another Scotchman, Mungo Inglis, A. M., master of the Grammar school, who was assisted by an usher.³ In 1705 the College was accidentally burned down. In 1719 the Grammar master died, and Rev. Hugh Jones, Professor of Mathematics, acted temporarily as such.⁴ In the meantime the College buildings were being gradually restored under the favoring influence of Alexander Spotswood, and efforts were making to establish the other schools contemplated by the charter. In 1712 Mr. Le Fevre served as Professor of Natural Philosophy, but was removed after nine months for misconduct.⁵ Then we hear of Rev. Francis Fontaine, recommended for the position in 1716.⁶ But in June, 1717, Spotswood writes that Rev. Hugh Jones had been

¹ Sainsbury MSS.

² *Ibid.*

³ Perry's *Historical Collections*: Blair was a graduate of the University of Edinburgh, and so probably was Inglis, whom Blair brought back with him from England in 1693.

⁴ *Ibid.*

⁵ Spotswood's *Letters*, I., 103, 156, 158. ⁶ *Ibid.*, II., 166.

chosen by the Visitors, and was in possession of the office.¹ Rev Mr. Fontaine did not arrive in the colony until 1721, and we do not hear of his connection with the College until 1729, when, all the chairs having been filled and the work of foundation completed, the control of the property of the College was turned over to the Faculty, and the trustees became "the true, sole and undoubted Visitors" of the institution, with the right of perpetual succession, having power as such to make all necessary statutes, rules and regulations for the government of the College.

Dr. Blair, the first President, died April 18, 1743, after fifty years of service, and was succeeded by Wm. Dawson, A. M., D. D., of Oxford University. Dawson died in 1755, and the office of president passed successively into the hands of Revs. William Stith, the historian, Thomas Dawson, William Yates, James Horrocks and John Camm, when, the Revolution coming on during Camm's administration, a new order of things was brought about in College, as well as in church and State, not at all to the advantage of the College, though it contributed an army of talent² to the success of the common cause.

Under the colonial government the College not only enjoyed representation in the House of Burgesses and derived much of its revenue from economic sources, but through its presidents, who were generally commissaries to the Bishop of London and had therefore a seat in council, it exerted a powerful influence over the political thought of the colony. Now all this advantage was lost. The right of representation guaranteed by the charter was taken away by the new constitution; all connection ceased between the College and church and state; and the College revenues, dependent chiefly upon taxes, were assumed by the State government to meet its own pressing necessities.³ At the close of the Revolution, what

¹ Spotswood's *Letters*, II., 253.

² Among these sons of William and Mary, *primi inter pares*, were Jefferson, Monroe, Marshall, Edmund Randolph, and Benjamin Harrison.

³ The profits of the Surveyor-General's office were continued to the College until 1819, when they too were taken away. It is interesting to note the mutations of law on the subject. Before the legislature undertook to interfere with the authority of the charter, the College had the complete appointment of the surveyors, and exacted bonds from them for one-sixth of their receipts. The act of May, 1779, allowed them to nominate on examination, but the governor commissioned. Then, in October, 1787, an act relieved the surveyors of Monongahela, Harrison, Randolph and Ohio counties of their bonds.

with losses incurred by depreciation of the paper money, losses incurred by the diversion of the Boyle trust into English channels, losses incurred by the removal of the capital to Richmond and the discontinuance of the State patronage, the active available capital of the College on January 1, 1786, was reduced to £751 0s. 9d.,¹ not taking into account the College lands, which were unproductive at this period. And though the legislature voted the College about this time the public lands in and around Williamsburg, the proceeds resulting from their sale in no way compensated for the revenue that was lost, the total sum realized being, from a report of Judge James Semple, Professor of Law in 1824, \$18,048.25.

And yet it was during this depressed condition that the College effected its most glorious results. It had been the teacher of statesmen; it did not now lose this character, but in addition became the oracle of principles which operate to-day. If Virginia, through the Alumni of William and Mary, led the States in enunciating the principles of a free constitution, so she led the States, through the Visitors and Faculty of the College, in proclaiming those elastic ideas involved in the elective system of study which first broke down the old classic tyranny and introduced science to the higher education. The hot-bed of revolution, and afterwards of those popular theories ascribed to the Republican party of Jefferson, William and Mary was nothing if not a thorough reformer; and in no institution of learning were the old ideas and the old systems of study more completely discarded.

The system of instruction in vogue at William and Mary previous to the Revolution, was like that pursued at Oxford and Cambridge, of which two institutions its professors were generally either A. M.'s or A. B.'s² It was founded on the study of the classics, and pur-

executed to William and Mary College, and exacted new bonds from them in behalf of Randolph Academy. A number of the old ante-Revolutionary bonds are still preserved. To those that take interest in civil service reform it may be encouraging to know that Virginia preceded them in the experiment of an examining board, and had nothing to be ashamed of in a class of office-holders that contained in their number George Washington and Thomas Jefferson. Indeed, to that humble office of county surveyor, which in those days was equivalent to a degree in civil engineering, it is possible to trace the secret of Washington's eminent success as a military character.

¹ Equivalent to \$2,503.44.

² Among these early professors was Gronow Owen, Master of the Grammar School from April 5, 1758, to August 14, 1760; born in Llanfair, Anglesea.

sued a regular curriculum not to be departed from under any circumstances. First, the student entered the Grammar or Humanity school, where he was trained in Latin and Greek; then, after satisfactory progress, he was promoted by the Faculty to the Philosophy Schools, of which there were two, Natural Philosophy and Mathematics, and Moral Philosophy. On completing these, he was deemed fit (if intending for the ministry) to enter the Divinity Schools, of which there were two also, the School of Oriental Languages, and the School of Divinity proper. Such was the system,

North Wales, 13th January, 1722; died at St. Andrew's Parish, Brunswick county, Virginia, between 1770 and 1780; son of Gronow Owen and Sian Parri; alumnus of Jesus College, at Oxford, where he wrote his celebrated poem called "Cywydd Y Farn," which ranks him next to Ab Gwilym, the greatest poet the Principality of Wales has produced. His bardic title was "Black Goronwy of Anglesea." Versed in Latin, Greek, Hebrew, Arabic, and Gaelic. His countrymen have lately erected a tablet to his memory in the Cathedral Church of Bangor. (Poetical works of Rev. Goronwy Owen (he signs his name Gronow in the Faculty minutes), with his life and correspondence, edited by Rev. Robert Jones, London, 1876. See *Appleton's Cyclopaedia*.) An exception to the general trend of scholastic thought at William and Mary should be made in favor of William Small, M. D., Professor of Natural Philosophy and Mathematics from October 18, 1758, to September 25, 1764, who, as Jefferson says, "fixed his destinies in life." Through his pupil he contributed his full share to the complete victory which science ultimately obtained over the "humanities." Small was the friend of Governor Fauquier, and introduced Jefferson to the governor's table. He returned to England in 1764, and resided in Birmingham, where he lived until the year 1775, the light of a scientific circle, which numbered among others, the elder Darwin, Priestly, and Cooper, of whom the two last were Jefferson's friends and correspondents in later years, when he had on foot the project of his new university of liberal ideas. It may be said in passing, that the same authority from which is derived the preceding fact, declares that to Small's scientific suggestions was due much of the prosperity that attended the rising manufactures of Birmingham. And to trace even further back the beginnings of the new thought at William and Mary, we may notice that, in April, 1756, two years before Small became professor, and four years before Jefferson became a student, Franklin, who had electrified the world with his scientific discoveries, visited William and Mary, and, as evidenced by a diploma which warmly testifies to his merits as a public benefactor, had received from that institution the degree of Master of Arts, the first of which I find any mention on the Faculty minutes. He was held up to the Virginia youth as a model for their imitation, or as it is better expressed in the Latin, "Juventuti Virginieni exemplum valde egregium;" and it may doubtless have been that that example had its effect on the Board of Visitors, on the times, and on the youthful Jefferson who best represented them.

and it was ill adapted at any time to the genius of a people like the Virginia people, who, taught to be self-reliant by the circumstances of the country, could not always understand why Latin and Greek should be deemed indispensable to a knowledge of Mathematics and Natural Philosophy. Even as early as 1770, the Board of Visitors, consisting almost entirely of native Virginians, had suggested to the Faculty the propriety of admitting those who wished it directly to the Mathematical School; but the Oxford and Cambridge graduates had scouted the idea, and adhered to the dogmatism of the past.¹ Seven years later, the Revolution having driven away the foreign element, the Faculty became, like the Visitors, a representative Virginia body. A reorganization was determined upon, and, under the lead of two ardent friends of science—Thomas Jefferson, on the Board of Visitors, and James Madison, President, and Professor of Natural Philosophy and Mathematics,—the Grammar and Divinity Schools were abolished,² and the Schools of Modern Languages, of Anatomy and Medicine, and of Law and Police, were substituted.³ Subsequently, on December 29, 1779, the Faculty thus enunciated the principle of election by the following resolution:

¹ Faculty Book No. 1, page 190.

² The spirit of the Revolution greatly depressed the Episcopal Church in Virginia. The head of that church, John Camm, President of William and Mary, noted for his great ability and courageous loyalty to the mother country, was removed from his office by the Visitors in 1777. While the members of that denomination in the dissenting North were able after the Revolution to have bishops in Pennsylvania, New York, and Connecticut, not enough money could be raised in Virginia, where it was lately the established church, to defray the expenses of Rev. Dr. Griffith to England for ordination. Mr. Madison paid his own way thither in 1790, and though made bishop, did not escape the charge of liberalism at war with true orthodoxy. This was ascribed by some to his predilections for natural science, of which branch he was Professor. In the General Convention at New York, in 1792, he introduced a proposition in favor of a union with all "sincere Christians," and in this convention he expressed his opinions, and gave his vote against the use of the Thirty-Nine Articles of the English Church. And it is related of him, that so strong a friend of free principles was he, that he would never speak of heaven as a "kingdom," but as "that great republic where there was no distinction of rank, and all men were free and equal." Of later presidents, Dew was a Baptist, and Ewell a Presbyterian.

³ This action was taken at a meeting of the Visitors on December 5, 1779.

“FOR THE ENCOURAGEMENT OF SCIENCE.

“*Resolved*, That a student, on paying annually one thousand pounds of tobacco, shall be entitled to attend *any two* of the following professors, viz : of Law and Police; of Natural Philosophy and Mathematics; and of Moral Philosophy, the Laws of Nature and of Nations and of the Fine Arts; and that for fifteen hundred pounds of tobacco he shall be entitled to attend the said three professors, the fees to be paid at that period of the year when the courses of lectures commence.”

It was by availing himself of this provision that John Marshall, while waiting for a military command, was enabled to take the lectures of George Wythe, Professor of Law, and of President James Madison, Professor of Natural Philosophy and Mathematics.

Thus planting itself squarely on the platform of free thought, William and Mary became the first institution in America to announce the elective system, now almost universally accepted,¹ the first to establish a School of Law for the actual training of young men for the bar, and the first by uniting the three faculties of Law, Medicine, and the Arts and Sciences in one institution, where they were expounded by lectures, to attain the character of a true University—a name which the Faculty formally assumed for the College in the caption to their Minutes of June 3, 1781.

An institution so remarkable for the genius of its sons, and

¹ Jefferson, in a letter to Francis Eppes, dated November 17, 1821, says that “at William and Mary College students are allowed to attend the schools of their choice, and those branches of science which will be useful to them in the line of life they propose.”—*Randall's Life of Jefferson*, iii., p. 483.

Under Empie and Dew the work of the college was arranged as follows: *The Course for the Degree A. B.*, comprising the four Junior classes, viz., the Junior Moral; the Junior Mathematical; the Junior Political; and Chemistry. And the three Senior classes, called Senior Moral; Natural Philosophical; and Senior Mathematical. *The Independent Classes*, Law, Civil Engineering, and History. *The Classical Department*, in which the Ancient Languages were taught.

The object of this arrangement was to afford a guide to the student, rather than to fetter his choice; for as the Register, running from 1827, shows, the student was allowed to take such studies as fell within the line of his wishes. On the Register, in the column indicating the studies of each student, Junior classes appear intermingled with Seniors, and the classical and scientific branches are connected without regard to curriculum rules. It is to be observed also, that while the “humanities,” which had been abolished by the Visitors in 1779, are restored to the College course, they have far less importance than under the Oxford system, being made a separate department, not even necessary for A. B., when they were once the condition of all education.

standing as an oracle addressing the remotest future, might become depressed, but it could not die. Accordingly, we find the College after a time gradually arising from the weight of its calamities.¹ Its hitherto unproductive lands, growing each year more valuable, were sold off, and realized a considerable endowment²; and then came a time after 1836 when, under its Rector, John Tyler, and its President, Thomas R. Dew, the College reached a pitch of prosperity never equalled at any previous time. President Benjamin S. Ewell, LL. D., kept the College well in the same path, but the fire of February 8, 1859, came, and at once a heavy blow was given to this era of prosperity. To restore the College necessitated a heavy drain on the endowment; and when, with unexampled rapidity, the College, once more renewed, welcomed the student again to its halls, the war broke out between the States, and by the action of the Federal soldiers all of the main building of the institution, save the massive walls, again melted away into the flames on Sept. 9, 1862. Nor was this the only calamity the College sustained. The endowment, consisting of the proceeds of the sales of the Crown lands, shared the fate to which personal property is ever liable, depreciation and destruction. And when the war closed, the College, in the ashes of its desolation, looked out upon a country scarcely less desolate than itself, and in comparison with which the same country after the Revolution appeared in a most promising condition. And yet its friends once more gallantly came to the task of restoration. Although the work was slow and painful, the buildings were sufficiently restored by July, 1869, to admit of a reorganization of the academic schools. Instruction was imparted and continued until 1881, when the Board of Visitors and Governors, disappointed in their hopes of obtaining reimbursement from Congress,³ and deeming it impossible to support a Faculty and pay

¹ Among those that studied at William and Mary after the Revolution were John J. Crittenden, John Tyler, William C. Rives, Winfield Scott, George M. Bibb, William T. Barry, and a host of other statesmen.

² In 1824, \$151,794.20; but this included some desperate debts. The income of the College in 1827 was \$6,724.60. The expenses were \$8,234.00. (Faculty Book, No. 3, pp. 196, 286.)

³ No less than five favorable reports have been made recommending congressional relief to William and Mary for losses sustained as above described. It is to be hoped for the honor of the Union that Congress will yet follow the example of Louis XVI., who, when the President's house was injured during the French occupation in 1781, fully indemnified the institution.

the interest on the debt incurred in behalf of the late building, determined to suspend further instruction until the debts were discharged. The property of the College consisted at this time of buildings valued at \$93,000, and stocks, bonds, etc., valued at \$44,350. The debts amounted to about \$28,000. After seven years of suspension the debts were reduced to \$7,001.72.¹

This was the status of affairs two years ago, when the General Assembly was led to entertain the proposition by which the College has been so happily revived. The Constitution of the State had made it mandatory upon the Legislature to establish normal schools, and yet, while there were two such schools for the colored race, there was but one for the white, and to that only females were admitted. The use of the College buildings and endowment funds was calculated to save to the State a large outlay; and impelled by this consideration, as well doubtless by a generous feeling to make further reparation for its Revolutionary losses, incurred, in part at least, by the action of the State, and also to rescue from destruction an object of such general historic interest, the General Assembly appropriated to the support of the institution \$10,000 annually on the conditions mentioned in the act.

CHAP. 434.—AN ACT TO ESTABLISH A NORMAL SCHOOL AT WILLIAM AND MARY COLLEGE IN CONNECTION WITH ITS COLLEGIATE COURSE.

[Approved March 5, 1888.]

“Whereas it is represented that the College of William and Mary is desirous of establishing, in connection with the collegiate course, a system of normal instruction and training, so as to prepare white male teachers for the public free schools of the commonwealth, and is unable to do so because of the inadequacy of its resources; therefore, to aid the said College in the purposes aforesaid, but subject to such conditions and restrictions as are hereinafter mentioned,

“1. Be it enacted by the General Assembly of Virginia, That there shall be appropriated annually out of the treasury, from any money not otherwise appropriated, the sum of ten thousand dollars to the College of William and Mary, payable to the order of the Board of Visitors hereinafter mentioned: provided that the following conditions be complied with by the said College.

“2. The said College shall establish, in connection with the collegiate course, a system of normal instruction and training, for the purpose of educating and training white male teachers for the public free schools of the State.

“3. That the Board of Visitors shall hereafter consist of the existing ten

¹ Now entirely discharged out of College funds.

members, who shall from time to time fill all vacancies occurring in their number, not to exceed ten, in the mode now provided by the charter; and of ten additional and associate visitors, who shall be appointed by the Governor, and who shall fill any vacancy occurring among the said associate visitors; and the said board so constituted shall control and expend the funds of the College and the appropriation herein provided, and shall make all needful rules and regulations concerning the said college, appoint all professors, teachers, and agents, and fix their salaries, and generally direct the affairs of the College.

“4. The Board of Visitors shall prescribe rules for the examination and selection of the pupils applying for normal instruction, and shall require each pupil selected to give satisfactory assurance of his intention and willingness to teach in the public schools of the State for at least two years after leaving said institution, and each of said pupils shall have, free of charge for tuition, the privilege of the college course.

“5. Each county and city in the State shall be entitled to one pupil, who shall be nominated by the county superintendent of schools, and, if any vacancy occurs, it shall be filled by the Board of Visitors from the State at large, and one additional pupil for each additional representative to the House of Delegates above one, and said pupils shall receive gratuitous instruction, and the charge for board, washing, lights, and fuel, shall not exceed ten dollars per month.

“6. It is further enacted, That the provisions of this act shall cease when the annuity granted herein shall be withheld by the General Assembly, and the terms of office of the associate visitors appointed by the Governor shall thereupon cease and determine.

“7. The Superintendent of Public Instruction shall be *ex officio* member of said board.

“8. This act shall be in force from its passage.”

The conditions of the act were duly accepted by the College, and the first meeting of the Joint Board provided by this act was held May 10, 1888, when it organized by the election of Judge W. W. Crump, Rector of the College, as President, and W. H. E. Morecock as Secretary. The usual committees were appointed. Six different departments being determined upon for the College course, four of the professors were elected at this meeting, viz., Professors Hall, Stubbs, Wharton, and Garrett. John L. Buchanan, then holding the position of Superintendent of Public Instruction, was first elected President, but on his declining the office, the Board at a subsequent meeting, on August 23, 1888, elected the undersigned, and completed the organization by electing, at the same meeting, Hugh S. Bird, a graduate of the Peabody Normal College at Nashville, Tenn., as Professor of Methods and Pedagogics.

PLAN OF INSTRUCTION.

Pursuant to the order of the Board, the Faculty thus appointed met on the 8th of September, 1888, and proceeded to draw up a plan of instruction and course of study, having the normal feature as the corner-stone. To effect this object, the degree of L. I. (Licentiate of Instruction) was established, to be conferred on students passing satisfactory examinations in the Junior and Intermediate Classes of English Language and History, Mathematics, Latin, Methods and Pedagogics, and the Junior Classes in Natural Science and Moral Science. Under this degree the six elementary studies required by law to be taught in every common school are thoroughly reviewed in the departments of Methods and Pedagogics—first, to make sure of their mastery as ordinary branches of knowledge; secondly, to develop the philosophical principles underlying the facts, rules, and definitions of each of these studies; thirdly, to expound and illustrate the best ways of teaching each study and every part of each study; and fourthly, to require the students themselves to prepare teaching exercises and exhibit them in the actual instruction of subordinate classes. Besides this standard line of professional work, there was marked out for the degree in the other classes a system of study quite as necessary for the practical teacher. It is not sufficient that he must know as much as children are expected to acquire, but he should know a great deal more. As Edward Everett says: "The teacher must see the truth under all its aspects, with its antecedents and consequents, that he may present it in just that shape in which the young mind can apprehend it. He must, as he holds the diamond up to the sun, turn its facets round and round until the pupil catches its lustre." It is said that no two persons can see the same rainbow; and so what is apparent to the apprehension of one person often entirely escapes the apprehension of another, until some new relation, either of circumstance or position, flashes the knowledge into his mind. The teacher must be liberalized. Thus the knowledge of Psychology is invaluable, since, as the teacher's work is to develop and train the minds of his pupils, he must understand the nature of the mind he is to cultivate. Geometry, which is not embraced in the ordinary curriculum of the law for public schools, is similarly important, since it trains to the logical forms of thought and expression. Physiology and Hygiene become important in view of school health, and for similar

reasons there is necessary, in order to complete the teacher's education, parallel preparation in English Language and History, Natural Science, and Latin.

OTHER DEGREES.

Besides the degree of L. I. (Licentiate of Instruction), the Faculty instituted for College purposes the degrees of Bachelor of Arts and Master of Arts. Indeed, there is nothing in the features of normal training to conflict with the highest university education; on the contrary, there is everything to promote and encourage it. Thus, at William and Mary the Senior Classes in the several departments are made to hold a post-graduate relation to the other classes, opening a wide field to the teacher and all other students desirous of a liberal cultivation. As ordained by the Faculty, the degree of Bachelor of Arts is conferred for *graduation* in any two of the following five departments: English Language and History, Mathematics, Ancient and Modern Languages, Natural Science, and Moral Science, and *proficiency* in the other three departments in the classes immediately below the graduating class: provided, that in the case of the department of Ancient and Modern Languages, which embraces four schools—Latin, Greek, French and German; or in the case of the department of English Language and History, which embraces two, graduation in one school or subject shall suffice; and furthermore, that in the said department of Languages only three schools shall be required for said degree; but graduation in the department of Methods and Pedagogics may, in the discretion of the Faculty, be substituted for equivalent work in one or more schools of the other departments.

After the same manner, the degree of Master of Arts was established. It is now conferred for graduation in the five following departments, viz.: English Language and History, Mathematics, Ancient and Modern Languages, Natural Science, and Moral Science; but graduation in the department of Methods and Pedagogics may, in the discretion of the Faculty, be substituted for equivalent work in the other departments. At the same meeting of the Faculty the course of study included in this Catalogue, as modified by the experience of two sessions, was adopted.

PRESENT CONDITION.

And now, after two sessions, we can see the results of the revival of William and Mary. At the session of 1888-'89 there were one hun-

dred and two students and a Faculty of seven professors. At this session there are one hundred and eighty-seven students and a Faculty of eight professors. The present attendance is the largest in the annals of the institution.¹ No sickness referable to the climate has occurred during either of the two sessions. After the news of the resuscitation got abroad, there came one general expression from all points of the Union of joy and praise to the State. By the generosity of individuals, old relics, like the ancient sun-dial that stood so many years before the President's house, but which was taken off during the war, found their way back. Among the substantial gifts conferred was that of ten elegant gold medals minted out of Australian sovereigns, presented to the institution by a former student of the College (Mr. Earle Walter Blodgett, of the Philippine Islands), intended to be awarded for scholarship in teaching. It is a statement due to Mr. Samuel Gordon Cumming, of Hampton, that he became last session the fortunate possessor of the first of these prizes. Dr. Thomas Dunn English, of Newark, New Jersey, presented a beautiful and valuable collection of minerals.

ADMISSION OF STUDENTS.

1. STUDENTS INTENDING TO BE TEACHERS.

The law provides that "each county and city in the State shall be entitled to one pupil, who shall be nominated by the county or city superintendent of schools; and if any vacancy occurs it shall be filled by the Board of Visitors from the State at large, and one additional pupil for each additional representative to the House of Delegates above one; and said pupils shall receive gratuitous instruction, and the charge for board, washing, lights, and fuel shall not exceed ten dollars per month." According to this provision, as many as one hundred and twenty-eight students are entitled to admission to the College free of tuition. If, therefore, from any of the counties or cities there are no applicants for admission, their places may be filled by substitutes from any other counties or cities.

Of course, regular representatives, who give timely notice of their intention to come, will have preference over all others; but all applicants who do not give notice at least fifteen days before the

¹ The next highest attendance was in 1840, when the College had one hundred and forty students.

session opens must take their chances of getting admission. All State students are required to sign a pledge that they will teach at least two years in the public schools of Virginia after leaving the College, although, of course, while thus teaching they will receive pay for their services like other teachers.

Every State student is required to furnish a written endorsement from his county or city superintendent of schools as to his moral character, ability, age, and general fitness to profit by a course of instruction in the College. Public school teachers are also allowed to come on the basis of their license, without tuition fees. These make the most appreciative students, because they have learned from experience the difficulties of the profession. They too must sign a pledge to teach.

PLEDGE.

"In compliance with the requirement of law, I hereby pledge myself to teach in the public schools of Virginia for a period of two years. Witness my hand."

Inasmuch as there may be counties not represented, persons wishing to attend should make application, even if their counties should already be fully represented. There might still be vacancies in other counties.

All candidates for admission will have to pass a reasonable examination in Orthography, Reading, Penmanship, Arithmetic, Geography, and English Grammar. These examinations begin on the day after the opening of the College.

2. STUDENTS NOT INTENDING TO BE TEACHERS.

Other applicants will be received as students from Virginia or other States on payment of the tuition fee, \$25 per session.

But no applicant, whether intending to teach or not, will be admitted into this Institution who is under fifteen years of age.

CLASS EXAMINATIONS.

Two examinations of each class are held during the session, in the presence of a committee of the Faculty, which every student is required to stand. The first, called the Intermediate Examination, is held about the middle of the session, and embraces in its scope the subjects of instruction in the first half of the course. The second, called the Final Examination, is held in the closing month of

the session, and embraces the subjects treated of in the second half of the course. These examinations are conducted in writing. The questions propounded have each numerical values attached to them. An average of three-fourths on the examinations entitles the student to a certificate of distinction. As evidence of satisfactory attainments in any school or complete subject therein, a diploma of graduation will be conferred. But no degree, diploma, or certificate will be granted to any one until all sums due by him to the College are paid.

SELECTION ALLOWED.

While every student may select the departments he will attend, he is required, as a rule, to attend at least four, unless upon the written request of his parent or guardian, or for good cause shown, the Faculty shall allow him to attend less than four. And no change of classes shall be allowed after one week from entrance without such consent.

DUTY OF COUNTY AND CITY SUPERINTENDENTS.

By the law William and Mary is made an integral part of the public school system. The Superintendent is *ex-officio* a member of its board; and the President of the institution is required to make a report each year to the Superintendent of Public Instruction. County and city superintendents are, therefore, urgently asked to see that their county or city is represented by some competent young man. *They should take care, however, not to give a recommendation to any applicant who is not sufficiently prepared and not earnestly determined to fulfil his pledge to the State.*

PRIVATE SCHOLARSHIPS, MEDALS, ETC.

Prior to the Revolution, there were eight scholarships founded in the College by private persons, the funds for the support of which perished by the depreciation of the paper money. Those founded since the Revolution are: (1), The Corcoran Scholarship, founded by W. W. Corcoran, of Washington City, 1867; (2), The Soutter Scholarship, founded by James T. Soutter, of New York, 1869; (3), The Chancellor Scholarship, founded by Hon. Hugh Blair Grigsby, who succeeded John Tyler as Chancellor of the College, 1871; (4), The Graves Scholarship, founded by Rev. Robert

J. Graves, D. D., of Pennsylvania, 1872. Earle Walter Blodgett, Esq., of the Philippine Islands, gave ten gold medals, one to be awarded each year to the best teacher, 1888. It is known as "The Brafferton Prize for Teaching."

REPORTS.

Reports showing the standing of every student in his classes are made out quarterly. The attention of parents is called to these reports, and admonition in proper cases should be given by them to their sons. Parental authority is a valuable adjunct to the discipline and success of a College.

EXPENSES.

The buildings of the College have been put in fair repair, and a boarding department is operated under the management of Mr. R. Lee Spencer, as steward. The necessary expenses of a student are, therefore, as follows:

1. For students pledged to teach as required by law—	
Board, including fuel, lights, washing, and attendance, payable \$10 per month in advance (guaranteed)	\$90.00
Books will cost about	10.00

Total cost for session of nine months	\$100.00
---	----------

2. For other students—	
Board, including fuel, lights, washing, and attendance, payable \$12 per month in advance	\$108.00
Tuition fee, payable half on entrance, and half Feb. 14th,	25.00
Books	10.00

Total cost for a session of nine months	\$143.00
---	----------

Students pledged to teach are given the preference at the boarding-house; but other students, in case the boarding-house is full, will have no difficulty in obtaining accommodations in town quite as cheap as the above rates.

FEES.

No matriculation or other fee, is exacted at William and Mary save the tuition fee of \$25, payable \$12.50 on entrance, and \$12.50 on February 14. This is not required of those who propose to be

teachers, their expenses for board, fuel, lights, washing, and attendance, being strictly limited to \$90 per session as above.

RELIGIOUS EXERCISES.

Religious exercises follow the calling of the roll every morning. The ministers of the several churches in Williamsburg, are invited to officiate in turns. The discipline of the College is sedulously administered with a view to confirm integrity and maintain a sacred regard for truth.

HONORARY DEGREES.

No honorary degrees are conferred by this Institution under its present connection with the State.

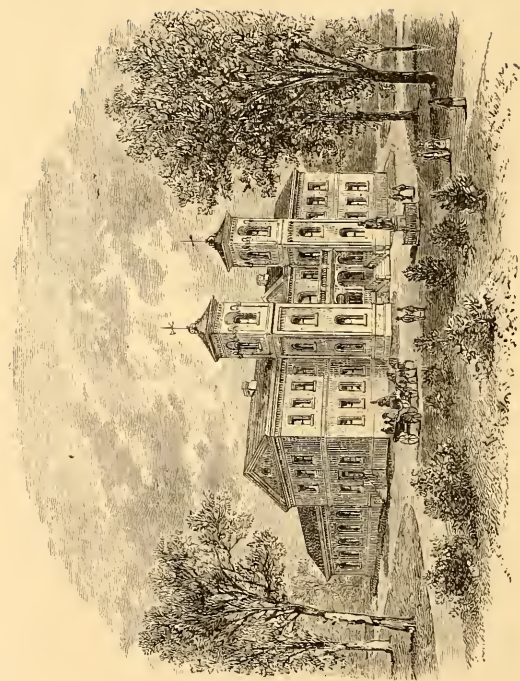
LIBRARY.

The Library, which is adorned with several important portraits and relics of the past, contains about seven thousand volumes, some of them of much importance. It is open to students one hour every day of the week.

LOCATION.

The College is situated in James City county, on the suburbs of Williamsburg, only a few hundred yards from the depot of the Chesapeake and Ohio Railroad, and is only forty-eight miles from Richmond, and thirty-seven miles from Norfolk. There are two trains daily from Richmond, and as many from Newport News, connecting with trains in all directions from those points. The location is healthy, and it was this that induced the Legislature, in 1699, to remove the capital to Williamsburg from Jamestown, a fact attested by the words of the act of removal. And this healthfulness, which was affirmed subsequently by many competent judges besides, receives confirmation from the scanty mortality record of the Eastern Lunatic Asylum, situated in Williamsburg, and from the record of the College itself: for it is a remarkable fact that during the present century only seven deaths have occurred at the College, and not one of these was traceable to causes incident to the climate. The reason of this exemption from disease is the elevated position of the College and Williamsburg, which stand on the ridge of the Peninsula, and have the same altitude as Richmond, a fact stated on the authority of competent engineers.





COLLEGE BUILDING PREVIOUS TO THE FIRE OF 1862.

[Published by the courtesy of the Century Company.]

ASSOCIATIONS.

Besides its salubrity of climate, free from all malignant fevers, its easiness of access, the cheapness of rates, and its being the only seat of learning in the State where male white youths are systematically trained to be teachers, the College of William and Mary has a wealth of advantage in the associations which cluster around the vicinity. Every person knows the value of keeping good company, for from this comes his chief knowledge, and by this is his character usually moulded. At William and Mary every student has the proud thought that in registering his name as one of its students he places it in the company of patriots and statesmen, whose history, from that moment, becomes a part of his under the bond of fellow-alumni.¹ It is impossible to believe that the student can live in the presence of these and similar associations without being inspired by them. Jamestown, where was planted the first permanent English settlement in America, is only seven miles distant, and Yorktown, where the noble monument stands that tells of the establishment of American liberty, is only about twelve miles off.

¹ Mr. John Goode used the following eloquent language in Congress: "George Washington, in early youth, went forth from her halls into the wilderness of the West with a surveyor's staff in his hand; Thomas Jefferson, the author of the statute establishing religious freedom and the Declaration of American Independence; James Monroe, the pure and incorruptible patriot, whose administration was distinguished for having restored the 'era of good feeling'; John Tyler, the brilliant orator and fearless statesman, to whom the credit of the Ashburton treaty and the annexation of Texas justly belongs; Peyton Randolph, the first President of the Continental Congress; John Marshall, the able, learned, and upright judge; Winfield Scott, who bore the banner of his country in triumph to the halls of Montezumas—all these, and more than two hundred others, who have been preëminently distinguished as scholars, divines, soldiers, and statesmen, drank at her fountains of learning, and carried with them from her halls those influences which rendered them immortal and made their lives an ornament and a blessing."

INTERMEDIATE CLASS.—This class meets five times a week, and studies Plane and Solid Geometry; (in Higher Algebra) Quadratics, Binomial Theorem, Series and Logarithms: and Plane Trigonometry.

Proficiency in the Junior and Intermediate classes being required for the degree of "Licentiate of Instruction," the examina-

COURSE OF STUDY.

I. DEPARTMENT OF MORAL SCIENCE, POLITICAL ECONOMY, AND CIVIL GOVERNMENT.

Professor Lyon G. Tyler.

There are two classes in this department—a Junior and a Senior. In the Junior the elements of psychology are set forth, and the faculties of the mind especially discussed in their relation to education. A thorough knowledge of the laws according to which the memory, imagination, and other faculties operate, will be found of great value to the student in receiving and to the teacher in imparting information. Psychology is made to alternate with lectures on civil government, considered particularly in respect to the governments of Virginia and the Union.

In the Senior Class the principal problems in ethics, logic, and political economy are discussed.

REFERENCE BOOKS.

Psychology.—Porter's Intellectual Science; Brooks's Mental Science and Culture; Hamilton's Metaphysics.

Civil Government.—Minor's Institutes; Story on the Constitution; Cooley's Constitutional Limitations; Tucker's Lectures on Civil Government; Upshur's Review; The Federalist; Calhoun on the Constitution; Vattel's Law of Nations.

Ethics.—Calderwood's Hand-book of Moral Philosophy; Stewart's Active and Moral Powers; Janet's Elements of Morals.

History of Philosophy.—Schwegler's History of Philosophy.

Logic.—Fowler's Logic; Hamilton's Logic.

Political Economy.—Perry's Political Economy; Dew's Restrictive System.

receive training; and the effort is constantly made in the direction of thinking in a foreign language, as being its only complete mastery, and as a mental discipline. Parallel reading is prescribed in all higher classes.

SCHOOL OF LATIN.

JUNIOR CLASS.—Collar and Daniell's Beginner's Latin Book; Collar's Practical Latin Composition. Five lectures a week.

INTERMEDIATE CLASS.—Cæsar, Virgil, Cicero. Five lectures a week.

SENIOR CLASS.—First year: Sallust, Horace, Livy, Selections from Catullus, etc.

SENIOR CLASS.—Second year: Terence, Tacitus, Juvenal, Cicero. Grammars: Bingham and Gildersleeve.

As the Junior and Intermediate Classes are required of all applicants for the degree of Licentiate of Instruction, all students thus in training for teachers are required to do some teaching under supervision of the professor.

III. DEPARTMENT OF MATHEMATICS.

Prof. T. J. Stubbs.

In this department there are four classes:

JUNIOR CLASS.—This class meets five times a week, and studies Arithmetic, Elementary Algebra, and three books of Plane Geometry.

A thorough review of Arithmetic is made, having special reference to the qualification of teachers for the public schools. For entrance into this class a *thorough* knowledge of Arithmetic, as far as the "Applications of Percentage," is *required*. It is also desirable that the student should have studied Algebra as far as the Equation, or Literal Arithmetic, as that part of Algebra is sometimes called, and one book of Geometry.

TEXT-BOOKS.—Venable's New Practical Arithmetic; Venable's Easy Algebra; Wentworth's New Plane and Solid Geometry.

INTERMEDIATE CLASS.—This class meets five times a week, and studies Plane and Solid Geometry; (in Higher Algebra) Quadratics, Binomial Theorem, Series and Logarithms: and Plane Trigonometry.

Proficiency in the Junior and Intermediate classes being required for the degree of "Licentiate of Instruction," the examina-

COURSE OF STUDY.

I. DEPARTMENT OF MORAL SCIENCE, POLITICAL ECONOMY, AND CIVIL GOVERNMENT.

Professor Lyon G. Tyler.

There are two classes in this department—a Junior and a Senior. In the Junior the elements of psychology are set forth, and the faculties of the mind especially discussed in their relation to education. A thorough knowledge of the laws according to which the memory, imagination, and other faculties operate, will be found of onometry; Wentworth's Analytical Geometry; Bowser's Differential and Integral Calculus.

Surveying is also taught, embracing Land, Railway, Topographical, and Mining Surveying.

TEXT-BOOKS.—Wentworth's Surveying, or Davies' [Van Amringe] Surveying.

IV. DEPARTMENT OF LANGUAGES.

Professor L. B. Wharton.

Assistant Professor J. H. Moss.

The study of language is regarded scientifically and practically as a training of many faculties, and an instrument for a wide gathering in of information and varied expression of thought. Attention is given to the acquisition of language itself, and also to a knowledge of the subject-matter of each author. Accuracy is urged as a valuable result of language-study. The student is trained to balance thought and expression, with a gain in width and clearness of conception, and in the mastery of his own native speech. Written translations from English into some foreign tongue, or the opposite, are required; sight-reading is called for; sentences are spoken, to be translated orally at the moment; ear as well as eye

receive training; and the effort is constantly made in the direction of thinking in a foreign language, as being its only complete mastery, and as a mental discipline. Parallel reading is prescribed in all higher classes.

SCHOOL OF LATIN.

JUNIOR CLASS.—Collar and Daniell's *Beginner's Latin Book*; Collar's *Practical Latin Composition*. Five lectures a week.

INTERMEDIATE CLASS.—Cæsar, Virgil, Cicero. Five lectures a week.

SENIOR CLASS.—First year: Sallust, Horace, Livy, Selections from Catullus, etc.

SENIOR CLASS.—Second year: Terence, Tacitus, Juvenal, Cicero. Grammars: Bingham and Gildersleeve.

As the Junior and Intermediate Classes are required of all applicants for the degree of Licentiate of Instruction, all students thus in training for teachers are required to do some teaching under the supervision of the professor; merits and defects are pointed out, and criticisms invited at times from members of the class. The professor constantly calls attention to methods of imparting knowledge, their relative advantages, and how the faculties are best trained. In all this it is sought to cultivate a professional spirit, and a consciousness of the dignity and responsibility of the teacher's vocation.

SCHOOL OF GREEK.

JUNIOR CLASS.—Harkness's *First Greek Book*; Xenophon's *Anabasis*. Five lectures a week.

INTERMEDIATE CLASS.—Xenophon, Lysias. Five lectures a week.

JUNIOR CLASS.—First year: Homer, Herodotus, Demosthenes.

SENIOR CLASS.—Second year: Euripides, Sophocles, Thucydides, Plato. Grammars: Hadley-Allen and Goodwin.

SCHOOL OF FRENCH.

JUNIOR CLASS.—Whitney's *French Grammar*; Super's *French Reader*; Knapp's *French Readings*.

SENIOR CLASS.—Racine, Molière, Corneille, Hugo, Musset.

SCHOOL OF GERMAN.

JUNIOR CLASS.—Joynes-Meissner's *German Grammar*; Grimm's *Märchen*; Whitney's *German Reader*.

SENIOR CLASS.—Whitney's *German Grammar*; Schiller, Goethe, Lessing.

V. NATURAL SCIENCE.

Professor Van F. Garrett.

JUNIOR CLASS.—Maury's Geography, Civil and Physical; Gray's How Plants Grow; Walker's Physiology and Hygiene; Sharpless and Phillips's Physics.

SENIOR CLASS.—Sharpless & Phillips's Physics; Shepard's Chemistry; Remsen's Organic Chemistry; Laboratory Work.

The Physical Laboratory is furnished with charts, blackboards, and apparatus for illustration in Physics.

The Chemical Laboratory contains apparatus and chemicals for class illustration. In addition to these, each student has a working desk, reagents, and apparatus necessary for individual work. The aim in the department is to teach these sciences experimentally and practically, as well as theoretically.

Great pleasure is taken in acknowledging the indebtedness of this department and of the College to Dr. Thomas Dunn English, of Newark, N. J., for a beautiful and valuable collection of minerals given the College. The gift was also supplemented by a set of cabinet trays.

VI. DEPARTMENT OF PEDAGOGICS.

Prof. Hugh S. Bird.

INTRODUCTORY MATHEMATICS.

This class prepares students for the Junior year of the Department of Mathematics, and is taught by members of the Intermediate Pedagogics in turn, always under direct supervision of the Professor.

TEXT-BOOKS.—Venable's Practical Arithmetic and Easy Algebra.

INTRODUCTORY ENGLISH.

This class is similar in organization to the Introductory Mathematics Class. The work consists of a study of the elements of English Grammar, chiefly by means of compositions, dictation and other written exercises. Whitney's Essentials of English Grammar is used for reference.

PEDAGOGICS.

JUNIOR CLASS.—First term: Physical Geography. Short teaching exercises by members of the class.

TEXT-BOOK.—Maury's Physical Geography.

Second term; Teaching exercises in common school branches. Rapid reviews, with especial reference to methods of teaching, and practice of the same.

Reading and the Geography of the United States are most prominent.

TEXT-BOOK.—Swett's Methods of Teaching.

All State students are required to take this class upon entering the College, although other students will be received, and thus be able to prosecute studies not found in ordinary college curricula.

Those who propose entering this department are strongly advised to bring with them as many text-books in the common school branches as possible.

INTERMEDIATE CLASS.—First term: The Theory of Teaching; the application of Psychology to Pedagogy; especial consideration of the *child* to be taught; Practice in Teaching.

Second term: The Practice of Teaching; especial consideration of the *subjects* to be taught; School Laws and Educational History of Virginia; Practice in Teaching.

An original essay on some pedagogical subject must be written by each candidate for a distinction in this class before June 1st of each year. The instruction is mainly by lectures, the only text-book used being Payne's Compayré's Lectures on Teaching. Practice in the teaching art is carried on throughout these two classes, and is carefully graded. This practice consists of short impromptu teaching exercises in the first term of the first year, the student-teacher becoming more independent and teaching longer periods until in the second term of the second year, he is able to take charge of an "introductory" class for a week or more at a time. The Professor is always in the room with the student-teacher while he is teaching, and all teaching exercises are criticized either before the other teachers or in private.

SENIOR CLASS.—If desired, this class will be organized for the study of educational theories, history, and classics, work being done on the seminary plan.

TEXT-BOOKS.—Payne's Compayré's History of Pedagogy; Browning's Educational Theories; Channing's Pestalozzi's Leonard and Gertrude; Worthington's Rousseau's Émile; Spencer's Education; Plato's Republic.

MISCELLANEOUS.

YOUNG MEN'S CHRISTIAN ASSOCIATION.

This Association is in a flourishing condition. By it many students are brought under good influences. There is always plenty of good work to be done in every community to occupy the religious energies of all. The officers for the present year are:

PRESIDENT,		F. C. WILLIAMS.
VICE-PRESIDENT,		Z. S. FARLAND.
RECORDING SECRETARY,		A. B. CHINN.
CORRESPONDING SECRETARY,		R. A. LYNN.
TREASURER,		T. E. JONES.

APPOINTMENT COMMITTEE.

T. D. LEWIS,	T. E. JONES,	W. C. L. TALIAFERRO.
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LITERARY SOCIETIES.

There are two Literary Societies, the Phoenix and Philomathian, of long standing. They meet weekly in their halls for the purpose of cultivating debate and composition. They have their celebration on July 2nd and 3rd.

PHOENIX SOCIETY.

FINAL PRESIDENT,		URIAH HARMAN.
SECRETARY,		F. C. WILLIAMS.
ESSAYISTS,		{ R. C. CHILD.
		{ R. A. LYNN.
ORATORS,		{ W. L. BIBB.
		{ T. H. SELF.
DEBATERS,		{ R. L. COUNTS.
		{ L. B. BYRD.

PHILOMATHEAN.

FINAL PRESIDENT, ...	P. D. LIPSCOMB.
SECRETARY, ...	W. T. EASTWOOD.
ESSAYISTS, ...	{ P. S. STEPHENSON. S. G. CUMMINGS.
ORATORS,	{ H. L. ROLLINS. G. E. BOOKER, JR.
DEBATERS, ...	{ S. O. BLAND. R. E. L. WATKINS.

HON. J. N. Stubbs will address the two societies on July 3, 1890.

ALUMNI ASSOCIATION.

All persons in good standing who have been students (graduates or otherwise), or Professors of the College of William and Mary, wherever their actual residence, may be members of this association when they shall have signed the constitution, stating their respective addresses and paid their initiation fee. The society may also elect honorary members. The initiation fee is three dollars, which shall be in full of all dues for the first year. The annual dues shall be one dollar, payable in advance to the secretary on the day of the annual meeting. The officers for this year are:

PRESIDENT, ...	GEN. WILLIAM B. TALIAFERRO.
FIRST VICE-PRESIDENT, . . .	COL. GEORGE W. PALMORE.
SECOND VICE-PRESIDENT, . .	HON. J. N. STUBBS.
SECRETARY AND TREASURER,	CAPT. ROBERT A. BRIGHT.

EXECUTIVE COMMITTEE:

The above officers, and

R. M. HUGHES, COL. J. V. BIDGOOD, B. D. PEACHY.

ALUMNI ORATOR JULY 4, 1890,

MAJOR HENRY CHURCHILL SEMPLE, of Montgomery, Ala.

BEQUEST TO THE COLLEGE.

A form of bequest is appended, in the hope that the friends of the College will remember its increasing wants, and aid the Visitors

and Faculty in their earnest efforts to enlarge and perpetuate its influence. A constant outlay of funds is necessary to develop the usefulness of any prosperous institution. The increasing wants of the College of William and Mary make an urgent appeal to its friends to enlarge its facilities for accommodation and instruction. This object can be obtained only by means of an endowment fund. It is hoped, therefore, that the friends of the College of William and Mary will do no less for it than is being done for many other institutions.

I devise and bequeath unto the Visitors of the College of William and Mary, near Williamsburg, Virginia, -----
----- Dollars, for the maintenance and support of said College.

Or—

I devise and bequeath unto the Visitors of the College of William and Mary, near Williamsburg, Virginia, -----
Dollars, to endow a Professorship of ----- in said College.

Or—

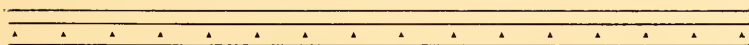
I devise and bequeath unto the Visitors of the College of William and Mary, near Williamsburg, Virginia, -----
----- Dollars, to increase the Library (or Apparatus) of said College.

NAMES OF PERSONS MAKING RECENT DONATIONS TO THE COLLEGE.

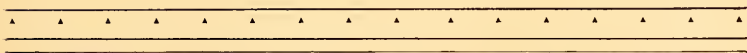
Judge H. W. Daingerfield,	University Publishing Company,
Robert E. Wynn, Esq.,	Henry Holt & Co.,
Aubrey Jones, Esq.,	Harper Bros.,
Col. W. H. Parker,	Dr. Thomas Dunn English,
Mrs. B. F. Perry,	Van Antwerp, Bragg & Co.,
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Ginn & Co.,	Mrs. C. B. T. Coleman,
Perry, Mason & Co.,	Joseph B. Gilder, Miss Jeannette Gilder, and Richard W. Gilder.

Communications should be addressed to

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(Near) Williamsburg, Va.



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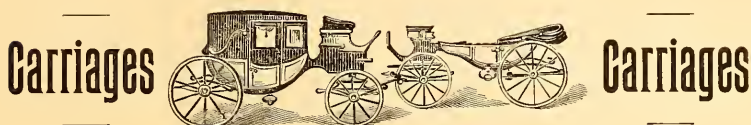
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WM. H. MCCARTHY, Secretary.

WM. H. PALMER, President.

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MAY 1st, 1890.

J. B. PACE, President.

MANN S. QUARLES, Cashier.

Capital,	.	.	.	.	.	\$300,000 00
Surplus,	.	.	.	.	.	400,000 00
Undivided Profits,	.	.	.	.	.	70,384 35

\$770,384.35

DIRECTORS : J. B. PACE, J. J. MONTAGUE, W. J. WESTWOOD, T. WM. PEMBERTON,
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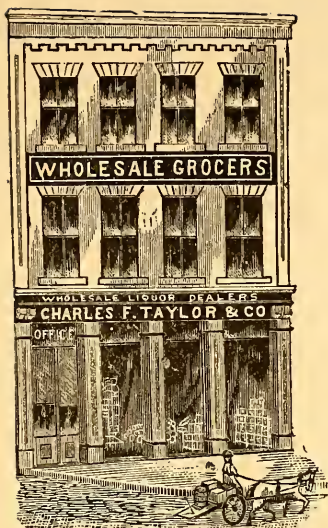
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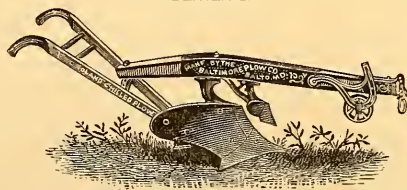
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